



**Melland
High School**
Bright Futures EDUCATIONAL TRUST



Alliance
for Learning

Melland High School

Assessment & Whole School Target Setting

2017 - 2018

Assessment & Whole School Target Setting

At Melland High School (MHS) assessment is an integral part of teaching and learning. It provides a framework for setting clear learning objectives and effectively identifying, monitoring and communicating pupils' progress and achievement.

Through the assessment and moderation process teachers gain a clear understanding of each pupil's knowledge, skills and understanding enabling them to set challenging and rigorous learning targets, identify areas for further development and strengthen learning across the curriculum. Crucially MHS will continue to investigate, explore and utilise a range of accurate and creative indicators in order to capture evidence of progress and achievement which is not necessarily data driven.

Accurate formative assessment provides a basis for the identification of aspirational and challenging end of key stage targets which are linked to the medium and upper quartile ranges of MHS Progression Pathway, to local and national benchmarking data and the school's quantitative and regularly evaluated definition of outstanding/good progress (*see current definition*).

The personalisation of targets for individual pupils however remains essential and involves a range of considerations such as the pupil's previous rate of progress, the involvement of both pupils and subject staff in determining the appropriate degree of challenge and a significant emphasis on personal and social development.

Every opportunity is taken to build on an increased rate of progress over each key stage, formally identified at termly assessment points. Regular Progress and APPRE (Assessment, Planning, Progress, Recording & Evaluation) meetings are used to discuss individual and group progress towards Years 9, 11 and 14 targets and to inform and identify specific interventions which may be required to ensure a pupil remains on track. A full and final analysis of achievement is undertaken during the summer term assessment, measured against a range of indicators including attendance and the impact of any interventions on pupil progress.

Progress and achievement is shared and celebrated with pupils, parents/carers and the school community through a variety of forums including the schools merit system, celebration postcards, Annual Report and EHCP Review, LAC review and PEP, school website, social media, and the end of year celebration of school improvement.

6th Form Curriculum:

- Enables students to build on existing skills, knowledge and understanding supporting progression from assessed starting points
- Provides appropriate rigour and challenge to support students to progress to their intended outcomes
- Includes English, maths and work related learning to support employability skills and create potential employment options
- Provides a framework for on-going and rigorous review and evaluation which effectively informs future development

The curriculum provides a range of personalised & sustainable pathways which:

- Are sensitively and collaboratively planned and effectively communicated to students, tutors, parents/carers leading to raised individual aspirations for the future
- Ensure a relentless focus on outstanding teaching & learning including the provision of high quality careers education, advice and guidance
- Identify focussed outcomes which are destination led, ensuring all students are prepared for the next stage of their education/learning for example:
 - Supported internships
 - Apprenticeships
 - Supported Employment
 - Training
 - Supported choices/provision
 - Further Education
 - Supported living
- Facilitate the opportunity to "check in on outcomes" through feedback from post 19 leavers
- Enhance the existing effective and rigorous systems of monitoring and evaluating progress and achievement through the provision of a variety and breadth of meaningful and dynamic national accreditation.

Tracking, Monitoring and Evaluating Pupil Progress

“One of the Rochford Reviews guiding principles was that equality is not always about inclusion. Sometimes equality is about altering the approach according to the needs of the pupils.”

Rochford Review: Equalities impact assessment DfE September 2017

Pupil progress within P Scales/National Curriculum continues to be rigorously tracked, monitored and evaluated using appropriate formative and summative assessment including BSq: “Connecting Steps” “Autism Progress” and MAPP assessments. In successfully establishing “assessment without levels” the school has effectively utilised these assessments to ensure a robust and rigorous analytical approach to the assessment, tracking, monitoring and evaluation of pupil outcomes is maintained.

Research continues regarding the most effective and meaningful assessment for particular groups of pupils e.g. those experiencing profound and complex learning difficulties, which includes the use of the “Engagement Profile” as referenced in the Rochford Review report. Specific subjects such as science and humanities are developing an approach to assessment which effectively covers pupils’ knowledge, skills and understanding

As a result, a comprehensive “MHS Assessment Toolkit” continues to be developed in response to national changes and which currently includes a summary of national, formal and bespoke assessment systems.

Currently Y9/Y11 targets are set in core subjects reflecting BSq assessment criteria using a moderated expectation of achievement at a lower, medium or higher (L/M/H) level equating to 0 – 24% L; 25 – 49% M; 50 – 75% H. A full level of achievement has been agreed at 75%.

Regular APPRE and Progress Meetings will continue to ensure teaching, learning and assessment is effectively scrutinised and moderated. The establishment of a teacher / TLA assessment focus group has enabled continued informed debate and discussion regarding the newly introduced assessment systems, the outcomes of which will support any summative evaluations of current assessment practice.

Careful analysis and rigorous scrutiny of data, including attendance and national accreditation, enables the comparison of achievement between pupils from a range of diverse groups, ensures an appropriate degree of challenge for the most-able, informs individual, group and whole school interventions and enables their impact to be effectively measured and evaluated.

Accurately compiled, tracked and monitored data also enables the comparison of the performance of specific groups such as LAC and pupils in receipt of Pupil Premium Grant with that of their peers of similar age, ability and starting points. In a similar way comparisons can also be made between pupils according to their gender and ethnicity, although it must be noted that due to the small size of each cohort and the spread of ability within them any subsequent analysis must be interpreted with care.

The use of benchmarking software CASPA is being actively explored in order to gain a better national picture of comparative achievement. However, the use of a wide and varied range of performance indicators across schools has made meaningful national comparisons somewhat problematic and potentially unreliable. The most meaningful and relevant system of benchmarking outcomes nationally will continue to be explored over the coming year.

Benchmarking against other similar schools locally continues to prove useful however. We are currently working with other specialist support high schools in order to prepare the additional analysis to inform individual, group and whole school interventions and to share and celebrate sustained achievement.

Definition of Outstanding/Good Progress

Melland High School's definition of outstanding/good progress is closely linked to MHS Progression Guidance, local and national benchmarking data including CASPA data sets, analysis of school-based data over time and knowledge of individual pupils.

Year 7 – Year 9 Progress Data

1. Pupils achieving **P1-3 on entry**;

Based on this analysis Melland High School defines the achievement of 1 or more sub levels as outstanding progress and progress within a sub level as good progress

49% & above P level progress Year 7 – Year 9	75% & above P level progress Year 7 – Year 9
Good progress	Outstanding progress

2. Pupils achieving **P4-8 on entry**;

Based on this analysis Melland High School defines the achievement of 1 or more P levels as outstanding progress and progress within a level as good progress

49% & above P level progress Year 7 – Year 9	75% & above P level progress Year 7 – Year 9
Good progress	Outstanding progress

3. Pupils achieving **L1 and above on entry**;

Based on this analysis Melland High School defines the achievement of 1 or more Levels as outstanding progress and the achievement of 1 or more sub Level as good progress.

1 or more sub Levels progress Year 7 – Year 9	1 or more Levels progress Year 7 – Year 9
Good progress	Outstanding progress

A pupil identified as making less than good progress towards their Year 9 target/s is likely to be subject to a specific intervention, identified and agreed with the subject teacher at the spring term Progress Meeting. The intervention is closely monitored and its impact evaluated at the end of Year 9.

The current definition of outstanding/good progress will be evaluated at the end of each academic year and adjusted according to each cohort's ability range.

Year 10 – Year 11 Progress Data

1. Pupils achieving **P1-3 on entry**;

Based on this analysis Melland High School defines the achievement of 1 or more sub P level as outstanding progress and progress within a sub level as good progress

49% & above P level progress Year 10 – Year 11	75% & above P level progress Year 10 – Year 11
Good progress	Outstanding progress

2. pupils achieving **P4-8 on entry**;

Based on this analysis Melland High School defines the achievement of 1 or more P levels as outstanding progress and progress within a level as good progress

49% & above P level progress Year 10 – Year 11	75% & above P level progress Year 10 – Year 11
Good progress	Outstanding progress

3. Pupils achieving **L1 and above on entry**;

Based on this analysis Melland High School defines the achievement of 1 or more Levels as outstanding progress and the achievement of 1 or more sub Levels as good progress

1 sub Level progress Year 10 – Year 11	2 or more sub Levels progress Year 10 – Year 11
Good progress	Outstanding progress

A pupil identified as making less than good progress towards their Year 11 target/s is likely to be subject to a specific intervention, identified and agreed with the subject teacher at the spring term Progress Meeting. The intervention is closely monitored and its impact evaluated at the end of Year 11.

The current definition of outstanding/good progress will be evaluated at the end of each academic year and adjusted according to each cohort's ability range.

Glossary

- **MHS Progression Guidance**
Based on advice issued by National Standards on improving data to raise attainment in order to maximise the progress of pupils with SEND.
- **BSq: Connecting Steps**
Enables clear and precise assessment and progress within a P Scale/Sub Level/Level to be measured quantitatively.
- **Autism Progress**
A set of progressive levels in the following areas: Communication; Flexibility of thought; Social Interaction; Emotional Regulation
- **MAPP Assessment**
Mapping and Assessing Personal Progress (MAPP) is a suite of materials developed by The Dales School, North Yorkshire to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. In particular, it provides a way of recognising lateral progression.
- **Level**
*P Level descriptor P4 – 8
Level 3 descriptor and above*
- **Sub level**
*P Level descriptors P1i, P1ii, P2i, P2ii, P3i, P3ii
Level descriptors 1C, B, A; 2C, B, A*
- **Intervention**
Carefully planned, focused action or strategy intended to raise attainment for individual pupils, specific groups or subjects.
- **National Benchmarking**
Measure of best performance nationally against which MHS pupils' progress and achievement can be judged currently identified using CASPA.
- **Pupil Premium Grant**
Funding allocated for individual pupils experiencing significant levels of deprivation
- **Identified groups for data analysis**
*Looked After Children (LAC)
Whole school cohort
Key Stages
Most able
Groups of pupils according to;
Age, ability, gender, disadvantage, ethnicity, PPG*